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SOCIETY FOR CURRICULUM STUDY

Office of the Chairman of the Executive Committee
Western Reserve University,
Cleveland, Ohio

SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Membership upon application to the Executive Chairman. Annual dues \$2.00 per year, including the Curriculum Journal.

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CURRICULUM JOURNAL

Published about eight times a year by the Society for Curriculum Study.

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Western Reserve University, Cleveland, Ohio
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Lincoln School of Teachers College, Columbia
University, New York City

BUILDING AMERICA MAKES REPORT OF EXCELLENT PROGRESS

By Paul R. Hanna
Lincoln School of Teachers College, New York City

Responsibility for Publicizing
BUILDING AMERICA

Each member of the Society for Curriculum Study will be presented gratis a subscription to our new publication, BUILDING AMERICA. Obviously, the Business Manager of BUILDING AMERICA is losing a good deal of actual money in making this contribution to the members of the Society. It was done with the thought in mind, however, that members of the Society would take personal responsibility for calling attention of educators to this publication and putting a good deal of energy into building up large subscription lists in their own local schools. If all the members take this responsibility seriously, there is no question that the Business Manager will in the long run gain a great deal by this gift offer to members. Whether or not a free subscription to BUILDING AMERICA is continued in the future depends entirely upon the kind of response which follows the efforts of the members of this Society to promote our cooperative, non-commercial publication.

The enthusiastic reception given to the launching of BUILDING AMERICA at the 1935 Progressive Education Conference and the Department of Superintendence Convention was a splendid opening. Since then over 20,000 free, sample copies of the Housing study unit have been distributed through the mails. Tangible evidence of approval is coming in daily. We have received thus far about 500 annual subscriptions and about 125 semester subscriptions. Over 10,000 copies of the Housing unit have been sold to schools, colleges, C.C.C. camps, the Housing Division of the Public Works Administration, etc.

A number of schools are now considering large annual subscriptions to be sent in next September. The C.C.C. camps may possibly order from 8,000 to 15,000 annual subscriptions. Our contacts with such national groups as the Boy Scouts, the Y.M.C.A. and Y.W.C.A., the Adult Education Association, the American Library Association, and key people

in similar organizations have shown that there is a large field here for pictorial studies of modern problems. From teachers in the second grade, who use only the pictures, to leaders of adult study groups, we have received messages of such positive commendation that we feel more certain than ever that we have chosen to develop a most effective type of text material. We have received messages by the scores. Here are a few typical ones:

"An excellent aid in social studies instruction.
Eagerly await the issues of next year."

"BUILDING AMERICA is one of the best products of present-day curriculum construction. It should mark the beginning of a new day in the teaching of the social studies. The Society and the editors deserve the sincerest congratulations of the teaching profession."

"A real contribution. I am including subscriptions in the budget for the coming year."

"An outstanding contribution to the clarification of social problems confronting present-day youth."

"I consider the booklet on Housing, from the BUILDING AMERICA series, to be an excellent representation of facts concerning one of our most vital economic problems. It is just as valuable for adults as for school use."

We are expecting orders for at least ten copies or more per class from a great number of schools. Unfortunately, some schools in ordering have asked for only one subscription and that for the library, indicating that a copy of each study unit was to be used for reference purposes only. Perhaps we were at fault because we often referred to the publications as "magazines". They also appear much like a magazine in format. To correct this impression we must emphasize the fact that BUILDING AMERICA publications are units of study designed for use as texts or supplementary texts. We recommend as a minimum order at least ten copies of each study unit for each social-studies class.

The pictorial study on Food will be on preview in a tentative but attractive form at the Progressive Education Conference at Greeley, Colorado, June 20th-29th; at the American Library Association Conference on June 24th-29th; and at East High School during the National Education Association Convention, June 30th-July 5th, at Denver. Printed copies of this picture text will be available by September 15th.

BUILDING AMERICA takes great pleasure in announcing that William S. Gray of the University of Chicago and Jesse H. Newlon of Teachers College have both consented to serve as members of the Editorial Board.

Our application for a grant of funds from the General Education Board is to be considered May 17th. We are assured that it will be given serious consideration and are hopeful of success.

A brief statement of the editorial policy and philosophy was submitted to the Foundation which may be of general interest. It is as follows:

BUILDING AMERICA assumes that America has so far mastered the forces of nature that, for the first time in history, man can now live in an economy of plenty. He may thus, at last, have leisure to develop himself and build the finest American culture.

BUILDING AMERICA tries to make American youth and adults more sensitive to the problems which must be faced if the nation is to realize its great possibilities. To promote a realistic understanding of the basic activities and problems of American life, economic, political, and social, BUILDING AMERICA plans to select and present verified data, as objectively and impartially as possible; it plans to suggest the various sides of controversial issues, holding to no special solutions and leaving the reader free to formulate his own conclusions. To insure accuracy and to guard against bias, the contents of proposed issues will be passed upon by recognized authorities. BUILDING AMERICA aims to be as reliable and trustworthy as scholarly research can make it.

Through a happy combination of personnel and events we have succeeded in launching a project of national proportions which promises to grow as an important contribution to education. The Editorial Board wishes heartily to thank those members who have so effectively assisted in publicizing and obtaining orders for these pictorial texts. We ask your continued efforts in publicizing and selling these study units. Our goal for the first year is 25,000 annual subscriptions. To promote publicity and sales we shall make available to members of the Society sample copies and prospectuses for distribution to selected people. We shall continue to mail sample copies to teachers, principals, supervisors, and superintendents of town, city, and state school systems. Will you supplement our publicity efforts with notices and articles in educational journals, bulletins, and local newspapers and personally speak of this project to people who may be interested? Will you suggest names and lists of persons to whom we should send copies of BUILDING AMERICA or reach by personal contact? Will you make any suggestions which you feel would be helpful to the editorial or business departments?

We have made a rather auspicious beginning since the Housing unit was published on February 20th. The present outlook for the project is decidedly encouraging.

COMMITTEE REPORTS

MEMBERSHIP COMMITTEE

It is easy to recognize why the membership committee is the most important one of the Society for Curriculum Study. At the present time the organization is too much one for producers alone. In society as well as in education the major problem is not so much one of production, however necessary it may be, but it is rather one of consumption and the extension of service. In Idaho there are hundreds of teachers who need the services of this organization, but I have been derelict in my duties and have not made it one of my major problems. To be sure I have used the bulletins in my classes and incidentally recommended membership when the question happened to arise, but this is not sufficient. People are too ready to think that it is just another one of those organizations.

It should be the objective of every member of the Society to enlist as many curriculum workers as possible. My plans are to have the matter presented at our district teachers meetings next fall, and I expect to personally present the matter before the general session of the state meeting. Our state Journal of Education and personal letters to all curriculum workers will also be used. Appropriate past issues of the Journal will be recommended, as well as the importance of future ones. If methods similar to these are used in every city and state, a tremendous increase in membership would inevitably result. Dr. Harap and a number of other curriculum workers, including the Executive Committee, have done an excellent piece of work in bringing the Society to its present status. The same interest displayed by all members would make it one of the largest meetings at the Department of Superintendence next year.

Now with reference to a plan. In the first place it is my conviction that we should have an organization that will enlist the greatest possible number of workers, but the problem of expense enters into it. I have finally decided that some sort of organization similar to the following scheme will be the most feasible:

1. Appoint a chairman for each state. These will be designated as state chairmen. They should be people who would work on the job and have enough influence to be taken seriously. It would be better if possible not to have executive committee members on it, because they will help on it anyway.
2. Each state chairman should place on his committee two other people of his own selection. The chairman and the members should be distributed between university and state and city workers. Probably a university man, a city director, and a state worker would be the best distribution.
3. Our correspondence would be through the chairmen. These should be appointed at once or as soon as we can find suitable men.

4. A chairman for Y.M.C.A. workers and also one for C.C.C. camp workers should be found from centers where this activity is most pronounced. The C.C.C. work is exceedingly important. A number of my pupils from the University are in charge of the camps over the state. I have given them all the help I have had time to give them, but most of them are floundering. What they need most of all is help on making out a program of instruction. To have membership in the Society and access to its work without a program might be of very questionable value. A committee for this particular group might have the responsibility, in addition to getting membership, of doing a lot of constructive work. This part of it may not be our function. The federal government is at the present time trying to get the extension departments of the universities to take over this work; but the universities are refusing to pay for it, because they say it is purely a federal project. Our president, among many others I know of, is trying to get state directors of C.C.C. camp education to put in a real educational program. If this is done, which at the present time looks probable, working through these state directors would be the function of the sub-committees of this particular type.

I would like to have the reaction of the members of the Society for Curriculum Study to this plan. I am not sure it is the kind of thing the Executive Committee had in mind. It makes a huge committee and puts in each state sub-chairmen, but I do not know how it could be handled effectively otherwise. Please let me know what you think at the earliest possible moment and whether or not I should proceed to find state chairmen as suggested above.

As fast as these chairmen are discovered, I expect to ask each one to write a paper setting forth why curriculum workers should belong to the Society, and from these papers make suggestions to all members.

R. D. Russell, Chairman.

COMMITTEE ON COURSES OF STUDY

The annual form letter which has been sent to every superintendent -- state, county and city -- in the United States for the last ten years went out the first of May. Usually from three to four thousand courses of study are received in reply to this letter. During the summer months these materials are evaluated on a comparative basis. Usually a list of courses in each subject field on elementary, junior high school, and senior high school levels judged to be better than the others is compiled. This procedure will be followed again this year, and the list made available through the CURRICULUM JOURNAL sometime in the latter part of October or the first of November, 1935. This report will be accompanied by a brief statement of trends in course of study construction as indicated by the new courses that have been received.

Herbert B. Bruner, Chairman.

COMMITTEE ON TEXT BOOKS

The second issue of the text book list was received even more cordially than the first one. Educators, librarians, and text book publishers seem to have come to accept the list as standard and to expect it annually. We have had numerous reports of its usefulness, especially in the elementary and high school fields. The junior college section seems to be less serviceable, and for that reason we shall not publish that portion of the list in the future unless unexpected requests for it are made.

During February an exhibit of text books of 1934 and early 1935 was held by the Committee in collaboration with the Los Angeles City Schools. This exhibit was well attended and attracted considerable attention. Local distributors of text books reported that the exhibit stimulated their sales. Probably this exhibit will become an annual affair. At the spring meeting of the Southern California Social Science Association an exhibit of the social studies text books was also held and the Association republished our social studies list in their bulletin.

M. E. Herriott, Chairman.

COMMITTEE ON NEW ECONOMIC MATERIALS

The Committee on the Collection and Construction of Materials Treating of Modern Problems will send in May to each of the eighteen communities who are cooperating in this project the following:

(1) A unit for high schools prepared by Des Moines, Iowa, on social insurance. This unit, which was written by Mrs. Emma Bohlman and which will be tried out under the direction of Assistant Superintendent Bess Bacon Goodrich, is the best unit on social problems developed for secondary schools that I have seen. It considers not only the ordinary actuarial phases of insurance with the arguments that are advanced for personal and family security, but goes into the problems of the obligations for social security a nation has for all its people and suggests means by which these obligations can be met.

(2) Some materials prepared and tried out in the Horace Mann School under the direction of Dr. Rollo Reynolds and Miss Mary Harden. At this time the Horace Mann School is submitting a short selected annotated bibliography on Transportation for teachers and pupils, in the elementary school. The books appearing on this list have been used in the Horace Mann School for developing transportation units of work on the different grade levels. The books listed have been found useful and stimulating to teachers and pupils. The book list will be accompanied by a short selected list of illustrative material which may be procured free or at a small cost. The materials listed, as well as the books, have been used in the classroom.

(3) A mimeographed list of the materials in the different modern problems areas that have been prepared by government workers under the direction of the Curriculum Construction Laboratory of Teachers College over the period of the last year. Some of these materials are rich in content

and most valuable for teachers not only in secondary schools but, in many instances, in intermediate and lower grades as well. This material was all in long hand up until a month ago. A limited amount of typing assistance has now been made possible, hence these materials will be available in a limited amount to the members cooperating with this committee.

(4) A statement of progress to date and suggestions for carrying on the work beginning with the fall of 1935-36. A limited number of additional communities are invited to join the eighteen. Materials regarding the plan will be sent to those interested.

Herbert B. Bruner, Chairman.

COMMITTEE ON TEACHER TRAINING

The Committee on Curriculum Materials for Teacher Training, after having carried on preliminary correspondence, met at Atlantic City, and formulated plans for the coming year.

The Committee decided that in 1934-1935 it could contribute most effectively to the purposes of Society by serving as a committee for promoting and coordinating research in certain significant phases of the teacher training curriculum, rather than by concentrating on any single curriculum problem. Accordingly seven phases of research were selected and each member was given especial responsibility for the promotion and coordination of studies in one of these areas, aided by the cooperation and counsel of the other members. These areas of research, and the persons immediately responsible for them are as follows:

- Mr. Charters: Assembling curriculum materials in psychology, physiology, sociology and other related fields which should be included in the professional training of prospective teachers.
- Mr. Heer: Problems related to the four year curriculum for elementary teachers.
- Mr. Kefauver: The pattern of training appropriate for the five year curriculum for secondary teachers.
- Mr. Peik: Compilation of a list of problems concerned with teacher training curricula in which research is needed.
- Mr. Rugg: The General College curriculum, as the first half of the four year teacher training curriculum.
- Miss Stratemeyer: The setting up of goals in teacher education to serve as guides in selection and organization of curriculum material.
- Mr. Bennett: Special adaptations of the teacher training curriculum for very superior students.

The Committee invites the cooperation of any curriculum workers who are conducting or who are in a position to undertake research in any of the foregoing fields. By bringing together the contributions of many persons in this way, the Committee believes that a large amount of valuable material will be made available to curriculum workers. Persons who can thus cooperate are urged to correspond directly with the appropriate members of the Committee or with the chairman, who will refer the correspondence to the proper person.

Raymond D. Bennett, Chairman.

COMMITTEE ON BIBLIOGRAPHY

The Curriculum Bibliography for 1934-35 is well under way and will appear in the October issue of the CURRICULUM JOURNAL. The procedure this year has been the same as in former years. All citations listed under the heading "Curriculum" in the Education Index and in the article catalogue of the Bureau of Educational Research, Ohio State University, are considered. These are to be supplemented by reports from the members of the Society for Curriculum Study. Brief descriptive annotations are to be given wherever possible.

Edgar Dale, Chairman.

COMMITTEE ON HIGHER EDUCATION

We are planning to enlarge our committee to about twelve or fifteen persons. We have an excellent list of possible committee members, persons largely interested in subject matter departments of schools and colleges in which curriculum innovation and experimentation has been undertaken. Within the next few weeks, I hope that we shall have the personnel of the Committee completed.

As an initial project, we shall try to provide for the Society for Curriculum Study, an overview of the extent of curriculum reorganization that is taking place. Then we shall attempt to formulate a statement of curriculum issues that are in the minds of people engaged in higher education. I think the plan which the Secondary Committee followed, of dividing those on which there is common agreement from those on which there is difference of opinion, would be a contribution. We are trying to place upon our Committee, persons who have a forward look and who are interested in curriculum reorganization.

W. E. Peik, Chairman.

COMMITTEE ON STATE-WIDE CURRICULUM PROGRAMS

I am making the survey of State curriculum programs in all states and territories of the United States.

The purpose of my study is (1) to make available a cross section of the curriculum practices of the forty-eight states and the territories;

(2) to discover the fundamental objectives of state curriculum programs; (3) to point out and to elaborate basic philosophies and practices which seem significant; and (4) to give more detailed information about some of the more promising innovations and features of certain state curriculum programs.

The scope of the study will involve such topics as (1) the organization of the state department of education and of the entire state system of education to discharge the function of curriculum making; (2) the organization of allied educational and lay agencies for participation in curriculum making; (3) the functions of the state department of education in curriculum making; (4) the social philosophy underlying the state curriculum program; (5) the fundamental objectives of a state program; (6) the curriculum and its contents; (7) the installation and administration of the curriculum.

I shall endeavor to determine the relation of basic social movements to state curriculum development.

Some time during the coming year I shall provide through the Curriculum Journal a detailed report of the study indicating progress and results available at that time.

Fred M. Alexander, as a
member of the committee.

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Earle U. Rugg, Colorado State Teachers College, Greeley, Colorado.
John Dale Russell, University of Chicago, Chicago, Illinois.

COMMITTEE ON CITY SCHOOL CURRICULUM:

C. L. Cushman, Chairman, Denver Public Schools, Denver, Colorado.

COMMITTEE ON INTEGRATION:

To be appointed.

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Fred Alexander, Newport News High School, Newport News, Virginia.
William H. Bristow, Department of Public Instruction, Harrisburg, Pa.
Lloyd W. King, Department of Public Schools, Jefferson, Missouri.
Agnes Samuelson, Superintendent of Public Instruction, Des Moines, Ia.
C. B. Smith, Director of Instruction, Montgomery, Alabama.

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C. L. Cushman, Curriculum Director, Denver School System, Denver, Colo.
Paul R. Hanna, Lincoln School of Teachers College, New York City.

NEWS NOTES

On May 31, 1935, D. Appleton-Century Company will publish the study produced by the Committee on Secondary Education of the Society for Curriculum Study. The reference is as follows: Everett and Others, A Challenge to Secondary Education, 368 pp. \$2.00. It is expected that members of the Society will be able to procure this study at a discount.

Beginning with the September 1935 issue of the CURRICULUM JOURNAL, Kenneth L. Heaton will head a department of the Journal on State-Wide Curriculum Programs. This department will bring, from month to month, to members of the Society the latest news on state-wide curriculum programs.

Among the volumes in the Report of the Commission on the Social Studies, the following were written by members of the Society for Curriculum Study:

Educational Administration as Social Policy, by Jesse H. Newlon, Director, Lincoln School, Teachers College, Columbia University. This report rounds out a series of studies on the school administrator's place in the problems of the investigation.

The Social Foundations of Education, by George S. Counts, Professor of Education, Teachers College, Columbia University. This report deals with the social background of American education from the beginning of national organizations and activity.

The Social Sciences as School Subjects, by Rollo M. Tryon, Professor of the Teaching of History, University of Chicago. A descriptive critical study of various practices which schools have followed in organizing social science programs.

Methods of Instruction in the Social Sciences, by Ernest Horn, Professor of Education, University of Iowa. A study of methods of instruction from the elementary school through the junior college.

Curriculum revision in Beaumont, Texas, dates from the Columbia University survey made here in 1927. After the survey, which afforded a general set-up of our schools in every particular, we began our work in curriculum revision by retaining Dr. Herbert Bruner for that year and the following year as a consultant in curriculum. During the two years, we brought to the city two or three curriculum experts on special subjects including Dr. Gray of Chicago University, an expert in reading.

The work was organized by the establishment of groups consisting of the different grades in the elementary schools and different subjects in the junior and senior schools. These groups were provided with work-sheets as a matter of systematic procedure. Working with these sheets they went through certain courses of reading after which they wrote items covering objectives, procedures, equipment, and subjects. These were organized by sub-committees consisting of reading teachers and supervisors into tentative courses. Tentative courses were mimeographed and used in our schools from one to three years. Results from this were then revised. Since revision many of our courses have been printed in loose leaf form. The work

of printing is about 70% complete at this time.

All courses have been kept in loose leaf form and at this time our machinery of curriculum revision has been organized to continue revision page by page rather than subject by subject. We are adopting this method because of the fact that we have the course now printed in loose leaf form and revision becomes a continuous process as we attack it page by page. Any page in any part of the course of study may be revised without molesting any other page. Thus the process answers all of the requirements of curriculum revision.

We hope to enter fully and heartily into the state wide plan of curriculum revision and consider it the most important in Texas in the educational world, at this time.

M. E. Moore, Superintendent of
Schools, Beaumont, Texas.

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Samuel Everett and Others. A Challenge to Secondary Education.
D. Appleton-Century Co., New York, 1935. \$2.00. 353 p.

"There is a welcome stirring among the dry bones in the valley of youth education." Thus one author characterizes the adjustments that are being made in the American high school. We have heard much talk in recent years about the inadequacy of the secondary-school program but "very little has been done about it". At the turn of this decade the high school faced the future with considerable complacency. High-school teachers, and many of the most prominent leaders of secondary education, maintained that the high school should make a rather high score on any efficiency rating honestly administered. And they agreed that no marked change could be expected anyway. We had settled down to a conventional pattern of high-school organization and there was no reason to expect any marked change. And now we have this new book by the Committee on Secondary Education of the Society for Curriculum Study! No two chapters in this volume were written by the same author, with the exception of the two or three chapters contributed by the editor.

The stalwarts who have set themselves the task of defending what was and what is will not care for this volume. These authors have dared to question the entire program of public secondary education. Their conclusions are worthy of the serious consideration of all those who have a forward outlook. But most significant is the fact that "six of these plans are now being put into operation in various sections of the country." In other words, we don't find here merely a group of arm-chair philosophers who have speculated upon how the schools might be improved. Yes, they have so philosophized but they have been in a position -- at least in six cases -- to put their plans into operation.

We find in this volume a brief and concise statement of a plan for the schools of a State, the plans for the schools of a large city, the plans for a private or independent school, the plans for a small rural high

dilemma -- many of them recognize no other alternative.

The situation is quite different at the college level. The failures of the college have been placed directly on the college door step. The young men and the young women who have gone to college have expected much -- and when they received so little they have not hesitated to express their opinions of the entire plan. This group has been a rather influential group -- at least they have come from some of the most influential homes. The effect on the colleges has been marked. Colleges all over the land have begun to bestir themselves. All of us are familiar with the reorganization plan at the University of Chicago. New College at Columbia University, Bennington, Sarah Lawrence, Antioch, and many others might be mentioned. Truly we may conclude that the colleges have demonstrated more vitally in the past five years than have the high schools. Indeed we may well agree that the American high school has been the slowest of all our educational units to recognize the need for a thorough overhauling. But the delayed adjustment is now well under way. This report and the work of the Commission on Schools and Colleges of the Progressive Education Association give ample proof, if any is needed, that marked changes are taking place.

A very hopeful element in this report is the emphasis on personal relationship. In most of the plans reverse action is placed on the "Bigger" idea that has so often prevailed in American life. In all too many cases we have accepted the principle that small schools must suffer a handicap when compared with the large school. Consolidation at any cost has been advocated by many. In this report we find one author stating:

"Fortunately it is much easier to plan a curriculum in a small system. The rural high school does not have a very large staff, five or six teachers being the average number employed in a school enrolling 100 to 150 pupils. Outside activities such as athletics, interscholastic debating, music, and class plays must be directed by a small group of teachers yet there is an advantage in the compactness of a small staff."

Again we find another author suggesting that the school be divided into units of 100 pupils each with a master teacher and two helpers for each unit. Always we find in this volume a trend away from large-scale operations and toward a quiet personal relationship between teacher and pupil. In the plan outlined by Mr. Hall the suggestion is made that one teacher be responsible for the core-curriculum subjects -- responsible for teaching these core subjects to a given group of pupils.

Such chestnuts as graduation, promotion, marking, records and reports, study aids, credits, and many others are dealt with in various ways. Friends of "extra-curricular" activities that are not extra will be delighted with certain plans in this report. Surely the stone that was so long rejected for the builders' use has become the head of the corner.

But in spite of the prominent place given to the activity program we also find that emphasis has been placed on non-competitive motives. "If non-competitive motives, for example, cannot find expression in children's games, in classroom projects, in shared experiences with brother, sister, schoolmate and friend, instruction on behalf of a substitute for the limit-

less profit motive in industry will fall on deaf ears and will have little influence upon the pupils' subsequent conduct in business."

Some of us have been decidedly upset over this term indoctrination. We have sat quietly while our friends have discussed it and we have seen them end up by hurling charges at one another. In one case it was something more substantial than a charge that was hurled. Gradually, however, we have begun to form rather definite ideas about the term and its meaning. Apparently we all want to indoctrinate but we don't want to call it indoctrination unless we are particularly pugnacious and want to raise a row. Of course, all of us don't want to indoctrinate in one and the same way. One of the authors of this report aids us to become more confused when he states that "indoctrination and tolerance for the point of view of others are necessarily opposites." Must we then assume that intolerance and indoctrination are synonymous? Since all of us wish tolerance, of our own particular brand, it seems that we must indoctrinate our pupils with the idea that they must have respect for the opinions of others and must abhor intolerance (indoctrination). In reality tolerance is probably something that we wear but which never becomes a part of us. How I do wish that we could forget this word "indoctrination"! Let us hope that it may go the way of the word "Bolshevik". And the New York Times suggests that the loosely used word "red" might also join the others in obsolescence.

And that reminds me! The authors of this report have already been accused of being reds. I was explaining some of their objectives the other evening when a member of our group, one of my good friends who is an administrator, sized the situation up by saying, "That report must have been written by a bunch of reds." Many other administrative officials will see red before they have succeeded in working out plans for putting these or similar recommendations into effect.

But so that our good administrative friends may really have something to "view with alarm" I must quote at some length from one of the plans:

"The school administrator will lead both adults and youth in the active betterment of the conditions of his community. He will seek to help organize adults and children into pressure groups to fight any vested interests, of whatever kind, which attempt arbitrarily to limit school expenditures, or prevent the achievement of the democratic purposes in both school and community. He will become interested in organizing various local and state groups, to demand financial aid from political and industrial groups, and to maintain community conditions which will expedite the educational process."

Some of the recommendations are not very clear cut. Some of them seem to give great promise. Some of them are actually in operation in whole or in part. The simple fact is that all students of secondary education must be familiar with this material. I know of no publication that is

as vital for us today as this present volume. If you have been indoctrinated with the ideal of tolerance you will read this book with sincere delight. If you have not been so indoctrinated you may refuse to read more than a few pages. At any rate the Society for Curriculum Study deserves our thanks for sponsoring such a study. The members of the committee are to be congratulated.

Forrest E. Long, Professor of
Education, New York University.

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FUTURE TRENDS OF THE HIGH SCHOOL*

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for Teachers, Albany.

The poet, you remember, claimed that he gazed into the future far as human eyes could see and saw the visions and the raptures and the wonders that would be. I am no poet; I do not claim to have gazed into the future of the high school. There is, however, an intriguing challenge in the attempt to look into the future to see what the high school will become. On some points I will be found talking about next year; on other points I am anticipating wonders of a distant day when you and I will not be bothered about the high school except perhaps to repent our sins in the sweat of the particular hell set aside for inexperienced teachers.

Since my space is limited, I think I can best suggest an answer to the question: "What are the changes we can expect to see in the secondary school of the future," by a series of categorical statements. In that this method is definitive, I lay myself open to misinterpretation. For this reason, I hesitate over the words should and will for will brands me a prophet. If you see the high school of the future differently, it may be that neither of us is right. Let us not quarrel about that now. I shall attempt to point out some of the more significant changes which will or should eventually characterize the high school, the seeds of which are already germinating in present-day practice.

These changes will come more rapidly in the junior high school but eventually the senior school will come into line:

(1) In the high school of the future will be found ninety per cent of children of high school age unless the C.C.C. idea or the militarists beat us to the youth of the land.

(2) The six-year secondary school will become more frequent in smaller communities.

* Reprint from the April, 1935 issue of New York State Education.

(3) The senior high school will become more like the present-day junior high school, at least in form. (Guidance and extracurricular activities are now listed as constants for the senior as well as the junior high school by the State of New York authorities.)

(4) The period of secondary education will be extended by some form of post-graduate organization or junior college.

(5) The high school of the future will tend more and more to become a community high school in the sense that it will take a more definitive part in, and draw more extensively on, the life of the community by which it is supported.

(6) Support for the system of secondary education will more and more be drawn from the state treasury.

(7) Small high schools of fewer than one hundred pupils will disappear as transportation facilities improve and population move from marginal lands.

(8) Cities will continue to build cosmopolitan high schools with only occasional abortive attempts to segregate pupils into particular grade schools.

(9) In cities the typical secondary school organization will show a three-year junior high school, a three-year high school, and a two-year junior college. In some instances, of course, a 3-5 or and 8 or a 6-2 plan will be set up, but the 3-3-2 plan will prevail.

(10) Pupils of the secondary school of the future will have a larger say in the conduct of the school. They will help select their books for general reading, topics for social studies, and of course their social and extraclass activities.

(11) The high school principalship will follow the present trend and become eventually an office of high professional status requiring thorough and specific training. I look for the principal to become one of the four most important persons in all communities except the very largest cities.

(12) The training of the high school teacher of the future will be dominantly social and psychological rather than academic. Professional training will take precedence over conventional majors and minors.

(13) The teacher for the high school of the future will be trained for and hired because of ability to carry on general child guidance or advisory functions, rather than for academic mastery of major and minor subjects. High school teachers will eventually become teachers of boys and girls rather than of subjects.

(14) Extracurricular or "related activities" will continue to grow in respectability. This does not mean that definite credit will be given, for our notion of credits will be very much modified.

(15) Individualization will be broadened to insure attention to differences in social-economic status, emotional stability, and nervous differences. Ability grouping on the basis of intelligence will be abandoned as an unnecessary and monstrous violation of the dignity of youth.

(16) Marks, report cards, failure, retardation will all be eliminated in the future high school. Every child who wants one, will be able to get a diploma in the same number of years.

(17) High school diplomas of the future will be more specific in their presentation of the accomplishment of pupils. All pupils will get the same size diploma with the same size bow of ribbon. The account on the inside will tell the story to all who may be interested.

(18) The business in educational tests for science, history, Latin, etc. will collapse, for secondary school teachers of the future will see their lack of validity for the social objectives of education.

(19) Vocational guidance will become only a minor phase of guidance activities. The field of guidance will in the future concentrate on the more important factors of personality, character, happiness.

(20) Vocational education as a terminal program will be gradually shifted to the years beyond the twelfth grade. The free public high school will stop preparing stenographers, printers, and milliners.

(21) There is a trend toward the elimination of text books to be learned. Instructional material of the future will be more flexible, more in the form of guides to classroom activity, and they will be more and more often prepared by the local staff.

(22) The high school of the future will capitalize all learning situations in the life of the school including corridors, cafeteria, playground, discipline.

(23) More and more of the secondary school curriculum will move into the required, constant variety. There will be less time for free elections. The program will be of the constants, variable type, with few variables.

(24) The content of the curriculum of the future high school should be drawn from the general areas of human interest and need as health, leisure, religion, philosophy, rather than from the traditional hierarchy of subject disciplines as mathematics, sciences, history.

(25) Secondary education of the future will see the gradual elimination of dividing lines between subjects. Science and mathematics will come together and history, economics, geography and civics will combine into a general course in citizenship. In fact the day may come when pupils will study for a whole year one topic, in which all fields are combined.

(26) The high school of the future will, let us hope, give much more time for all students to the fine arts and music.

(27) The history sequence will disappear. In its place will be offered a study of contemporary civilization in which students will incidentally dip into the past experiences of the race.

(28) Group prescriptions as for college entrance or commerce groups will be very much less frequent and distinctive in the future. Common integrating knowledges and skills will be the point of emphasis.

(29) The forward reference will be minimized in the secondary school of the future. Each year's work will be planned and conducted for its own sake. Pupils do not go through the ninth year so they can do the tenth year's work.

(30) The secondary school of the future will attempt to arouse in each child an interest in the welfare of mankind on a planetary scale.

(31) The secondary school of the future will avoid deliberate indoctrination and strive to eliminate unconscious imposition of patterns of thinking.

(32) The high school will continue to prepare for college but the present trend will continue until finally detailed specifications of particular subjects will give way to general character and personality development and mastery of study-learning skill.

(33) Secondary education will eventually cease to be an institution devoted primarily to the imparting of academic information. The school will gradually come to emphasize the immediately practical habits and skills necessary for the daily job of living.

(34) The secondary school of the future will give far more attention than at present to the subtler phases of child development including interests, special talents, and personality.

(35) Primary attention in the future will be directed to the task of making pupils adjustable to a changing society rather than to the problem of adjustment to any one social and economic system. In this direction lies the hope of preserving democracy.

(36) Secondary education of the future will be bolder in that teachers and pupils will be trusted to consider all sides of controversial issues without the imposition of any viewpoint by the teacher except that facts must be respected.

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UTILIZATION OF COMMUNITY PLANNING IN THE
STUDY OF MODERN PROBLEMS*

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Social planning is a term which is broad enough to include all planning. Some of the larger problems which are involved in planning are public health, education, recreation and leisure, sanitation, water supply, light and power, land utilization, housing, transportation, communication, protection, and beautification. These are problems which are immediate in the experiences of the children of any community and which can be made vital.

Beginning with any one of these problems in a local community a discussion can grow to any distance in time and in place and bring back an enriched appreciation and interpretation of the local problem. Let us take, for example, the question of city planning with all of its implications. We will begin with a study of the present community. We will see its broad general scheme of land utilization, the location of residence, business and industry, its lines of transportation and its communication, its provision for recreation and education, its plans for future development, if such exist; but after such detailed study has been made or while such study is being made it will be necessary to see the interdependencies of the local community with neighboring communities, with the state, the nation, and the world.

It will be necessary to see not only the present interdependence, but also the roots of present institutions and agencies and social and economic forms reaching into the remote in time, back through our own national development, through the Colonial period, into the European backgrounds. Such an approach will make obvious the fact that the present stands on the foundations of the past, that all that we are now is a result of all that has gone before. Students will thus gain an appreciation of the past which would not be gained by the traditional study of history, an appreciation which becomes reality only through an interpretation of the present in terms of the past.

If we are to develop in individuals ways of living the good life, and if we are to create an environment conducive to such development, social planning becomes the heart and purpose of the social studies. Education becomes more than an academic exercise in a formal institution called the school. Education is a living, pulsating, force. Education is not confined to a specified hour of the day or to the place called school. Education is the total of one's reactions to all of one's experiences. The community itself is the milieu in which the individual is educated, not by

* Paper presented in Forum Discussion Group VI, on Curriculum Trends and Controversies, Atlantic City Convention of the Department of Superintendence, N.E.A., Feb. 23-28, 1935.

the school alone, but by church, radio, movie, street and playground, library, clubs and unsupervised gangs, business and politics, adults and children. In reality, as Tennyson makes Ulysses say, "I am a part of all that I have met."

If the purpose of the social studies is to help boys and girls to understand and interpret the social life of which they are part, and to participate in that life with satisfaction to themselves and to society, then to me it seems obvious that all of the environment, that all of the community factors, that all of the community problems are inescapably a part of the social-studies curriculum in a community.

I am well aware of the fact that we in the school profession have been thinking of education in terms of school alone. Some speak with much pride of "progressive schools". Many call the things done in such schools "progressive education". It would be better were the designation "progressive schools" used exclusively, because we have not yet entered upon a program worthy to be called "progressive education".

Life is a unity. We have broken it up into sections which we label religion, education, recreation, vocation, character, etc. The functioning of our institutions has been within this compartmentalization. Our thinking has become institutionalized. Community leaders have become purveyors of recreation, or politics, or religion, or education, each with little regard to or knowledge of what the others are doing. All of which leads me to say that if any community hopes to provide adequate education for its children it must consider education in this larger sense. It must so organize and plan community life that all of the educative factors will be constructive.

In my own community a beginning has been made in such an endeavor. A social planning council composed of representatives of all of the organizations and institutions in the community brings together the school, the home, the churches, both Catholic and Protestant, white and colored, library, Legion, Scouts, Young Men's Christian Association, Settlement House, and others in the interest of planning the entire life of the community. The various committees functioning under the Social Planning Council have made great progress in such fields as public health, recreation, guidance, motion picture study and control, selection and training for leadership, relief, religious education, and civic planning. A simple formula for approach with respect to each of these community problems has been: (1) What are the needs in our community? (2) How are these needs being met? (3) How can these needs best be met? With this formula we first set up criteria, then we evaluate the present program in terms of those criteria, and finally we build the program which will more nearly ideally meet the conditions set up by the criteria.

A study of local social problems by adult groups through the Social Planning Council and its committees has constituted one of the most effective methods of citizenship training. The program of curriculum construction in social studies in our school system involves utilizing these same problems which have for the past six or seven years been the subject of intense study and instruction by the Social Planning Council. Committees

of lay adults in the community are working with committees of the school faculty in a joint effort to develop units of study built around local social and economic problems. These units of work will carry through the various grade and comprehension levels from the kindergarten throughout the school and through the adult groups in the community. Such problems as the motion picture, community health, safety and sanitation, recreation, housing, communication and transportation, police and fire protection, city planning and beautification are of interest and importance at every age level. A study of such problems will necessarily go beyond the local community. A recognition of interdependencies in the development of these local problems is a matter of necessity and not of choice.

Our tentative conclusion is that the point of departure and of emphasis in the social studies should be on those problems which are within the range of the immediate experiences of boys and girls, and of the adults in the community. The past should be studied because it helps in the understanding and interpretation of the present; the remote in place should be studied because it illuminates the near.

This method for utilizing the local community in the study of modern problems will vitalize not only the thinking, but the very life of the community. It will integrate the educative factors within the community. It will realize the possibilities of a progressive education which defines that education as the total of one's reactions to all of one's experiences.

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EXPLORING NEW AREAS OF MEASUREMENT*

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Measurement as developed and practiced in a majority of school systems in America is based on the following assumptions:

1. A constant intellectual heritage to be uniformly learned by everyone. Since the heritage of the race is so vast, selection is made of those items which can be most adequately measured by present instruments. This result is concentration upon fact and specific skill to the neglect of meaning, generalization, and critical thinking.
2. A control of learning by the teacher. This means traditional selection and organization of the social heritage into subjects which are divided into specific parts and

* Abstract of an Address Delivered before the American Educational Research Association, Atlantic City, N. J., February 25, 1935.

presented, taught, or learned in more or less isolation from other subjects or from the experiences of children. It has resulted in tests constructed by statistical procedures.

3. A fragment of experience can be adequately measured in isolation from the whole experience. This means that spelling words, arithmetic skills, history facts, science information, can be reliably measured when removed from the setting or whole experience within which the learnings were acquired. This position fails to take into account other considerations in the experience which condition seriously the learnings of the items abstracted. Since no part of experience ever occurs in isolation from other parts that are inherent in a whole which constantly changes the meaning, value, and relationship of the parts, failure of measurement to account for the interrelationships of fragments with the whole is failure to consider a most dynamic influence in experience.

These assumptions seem best to be accounted for in connection with two accepted important criteria of good measurement. These are:

1. Validity of source and function. Validity of source means that an item is valid when a pupil has had reasonable exposure to it in the classroom. Since there is variability in such exposure, test items become the common basis of teaching rather than an outgrowth of what is taught. Validity of function means that an item is valid when it measures well the function or purpose of the teacher in teaching the item. As a result, common purposes are accepted by teachers and test-makers when variable teacher or pupil purposes would be closer to the development of the experience.
2. Reliability of measurement. This means that the test measures something well according to present statistical methods of determining the meaning of the word "well". Under this criterion reference is made to objectivity of construction and administration and consistency of performance, which means that on paired forms, or at an optimum interval on the same form, pupils act consistently. Sometimes the same result is achieved by breaking the single test into two parts, with due regard for source and function of items, and applying the mathematical processes of correlation and prophecy. Since individual variation tends to reduce reliability, uniformity is considered of greater value.

In sharp contrast, the new measurement in education must be based upon a different set of assumptions as being more in harmony with a changing world, emerging philosophies, and dynamic concepts of learning. These are:

1. An intellectual heritage variable with the environment and maturity of the individual with emphasis upon experiential selection of meanings, generalizations, and techniques. This means an intellectual heritage functional in the present experiences of children rather than in the mature experience of adults.
2. An increasing control over learning by the learners. This means teachers and pupils working together in a cooperative learning group. Evolving purposes, variability of meanings, changing relative values and varied organizations must all be considered. The result is a variety of measuring instruments selected and developed by the learning group.
3. A fragment of experience can be adequately measured only in relation to other fragments which form the emerging whole experience. It is becoming almost trite to state that the whole individual operates in each learning experience which goes on continuously under a number of phases, such as thinking, feeling, physical movement, internal glandular secretions, and many others. Desirable measurement must consider the total desirable educational process. Since this cannot be approached as a whole but must be analyzed for purposes of evaluation, those elements should be selected for measurement which are the most crucial or which have the most pronounced effect in shaping the movements of the total desirable educational process. Some of these are:
 - a. The purpose of the individual. How purposefully is he engaged? How clear is his purpose? Does it become more refined as the activity continues? Is he happy in the pursuit of this purpose?
 - b. The interests of the individual. Do new and dynamic interests result from the development of the experience? Are the interests such as to lead the individual into greater scope and depth of the social heritage? Do they include increasingly all aspects of a well-rounded life? Do they become specialized only in later years as a result of normal development?
 - c. Control over experience. As children grow older, do they develop increasing control over experience based upon better meanings, insights, generalizations, and techniques appropriate to the situation in hand? Do they look at each new unit experience in its maximum interrelationships with other similar experiences, past and present? Do they project the implications of such experience adequately into the future?

- d. Criticized values. Are individuals constantly developing a series of long-time values which relate both to desirable social and individual ends? Are they continuously reformulating and revising these values consistent with their own growth?

In addition to these elements which have a pronounced effect upon the whole process, measurement must consider the effect both of the experience and the measurement upon the personality adjustment of the individual, for in the last analysis the development of a wholesome personality represents a desirable functioning of the total educational process. In this connection measurement must be concerned with individual growth in intelligent control and direction of emotions, in stability and predictability in social processes and actions, and in increasing development in number and intensity of normal drives to meet the realities of life.

On this basis validity and reliability take on new meaning. A measuring instrument is increasingly valid either as to source or function when it relates better to the actual experience of a learning group in relation to its changing functions. That measuring instrument is most reliable which best takes into account the largest number of strategic elements in experience integrated around the purposes of the learning group. To meet this need for the measurement of the total process of learning through its most strategic elements with emphasis upon personality adjustment as the center, new forms of measurement must be given far greater weight than in the past. Some of these are:

1. Teacher's observations of the general behavior of pupils.
2. Diary accounts of the development of complete experiences.
3. Records of work proposed and accomplished by individuals.
4. Teacher's records of instances of emotional instability or stability of individuals.
5. Teacher's records of lack of cooperation.
6. Teacher's records of instances of lack of social stability or control of social adjustments.
7. Performance of children in cooperative group activities involving the utilization in modified form in a new setting of the learnings acquired in some previous experience.

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THE HIGH SCHOOL COMMERCIAL CURRICULUM

The Commercial Directors' Club
A Study reported in the March number of Education

The Commercial Directors' Club undertook to organize a commercial curriculum for high schools with commercial departments having an enrollment of between 300 and 1200. The Club's membership includes heads of commercial departments in 44 high schools in the Metropolitan District of Boston outside of the City of Boston itself.

For several months the Club studied its problem. Points of view presented in its report, published in the March number of Education, were approved by majority vote of the members who participated in the conferences. Differences of opinion are mentioned in the report.

It is recognized at the outset in this report that no single program can be expected to meet all requirements in every school. It is believed, however, that necessary changes can be made without doing violence to the fundamental principles underlying the curricular proposals which the report contains.

In setting up this high school program it is recognized that there is a prevocational period and a vocational period within usual secondary-school years. No vocational business training should be offered before the beginning of the eleventh grade.

All commercial subjects offered prior to the eleventh grade should be regarded as prevocational and should be so taught as to insure the largest possible measure of personal utility, as distinguished from vocational utility, and a certain amount of try-out experience which should be helpful in deciding whether or not a pupil should go forward in vocational business training.

In grades eleven and twelve only those who possess a reasonably high degree of aptitude for, interest in, and ability to do skilled office and store work should be regarded as vocational students. All others should be enrolled for some other curriculum. The civic curriculum is suggested for those who are not capable of doing high-grade vocational commercial work. It is strongly urged that vocational and non-vocational commercial students in the upper years of the high schools be segregated for instruction purposes.

Consumer business knowledge as distinguished from vocational business training for productive uses can be provided by the commercial department. It is conceded that if there is proper emphasis on this newer aspect of commercial education in the vocational courses, vocational commercial pupils will need no other courses of this kind. For non-vocational pupils, however, consumer knowledge should be the chief aim of such commercial courses as they take.

Pupils whose intellectual capacity is low and whose scholastic record in fundamentals is unsatisfactory, are not likely to profit by advanced vocational business courses. It requires reasonably high-grade ability to reach anything like vocational standards of achievement in book-keeping, shorthand, typewriting, and most clerical units of instruction. Equal or higher ability is required for success in the study of the social-business subjects which furnish the background of economic understanding essential to any worth-while degree of success in business life.

According to this report there is less objection to the use of the commercial department as the dumping ground of the high school than there is to the lack of the segregation of the fit and the unfit. If these two groups can be separated, appropriate types of business training can be organized for each.

The report recognizes three distinct phases of preparation for business pursuits - academic background, economic understanding, and technical skill. All three are included in the program for every vocational commercial pupil.

Social-business subjects which lead to economic understanding are made the core of the commercial curriculum.

The only commercial subjects included prior to the eleventh year are junior business training - with business calculations and business writing integrated - elementary bookkeeping, typewriting, and commercial geography.

The report stresses the need for vocational guidance and believes that unless there is effective vocational guidance there can be no satisfactory vocational preparation in the commercial department.

In the belief that those who organize commercial curriculums ought to be better qualified to decide which subjects shall be in those curriculums, having in mind objectives of high school business training and the kinds of boys and girls who enroll for commercial courses, this report frowns upon the practice of setting up a high school commercial curriculum with a certain number of constants and the remaining commercial subjects as electives. Specific reasons are given why this plan works badly in the average high school.

In the program for the eleventh and twelfth grades there are three divisions - Bookkeeping, Stenographic, and Clerical. In each of these divisions there is a certain amount of academic work, a necessary amount of social-business work to insure economic understanding, and a related group of skill subjects which prepare for the kind of business positions implied in the names of the three divisions.

Instead of having elective subjects in the field of commerce it is thought best to have three curriculums and permit each student to choose the one which is best suited to his aptitudes, interests, and abilities. Thus some students may prepare for bookkeeping positions, others for stenographic positions, and still others for clerical positions. Except by special arrangement no student is permitted to take the technical skill work of more than one of these divisions. This is in the interest of better background education and better basic understanding of economic principles.

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BUILDING AMERICA SECURES LARGE GRANT

AS THESE SHEETS ARE ASSEMBLED, A TELEGRAM FROM PAUL HANNA, CHAIRMAN OF THE EDITORIAL BOARD, INFORMS US THAT THE GENERAL EDUCATION BOARD HAS JUST GRANTED \$15,000 TO THE SOCIETY TO PARTIALLY FINANCE BUILDING AMERICA DURING THE FIRST YEAR.

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